

J. William Fulbright Foreign Scholarship Board



ANNUAL REPORT 2001

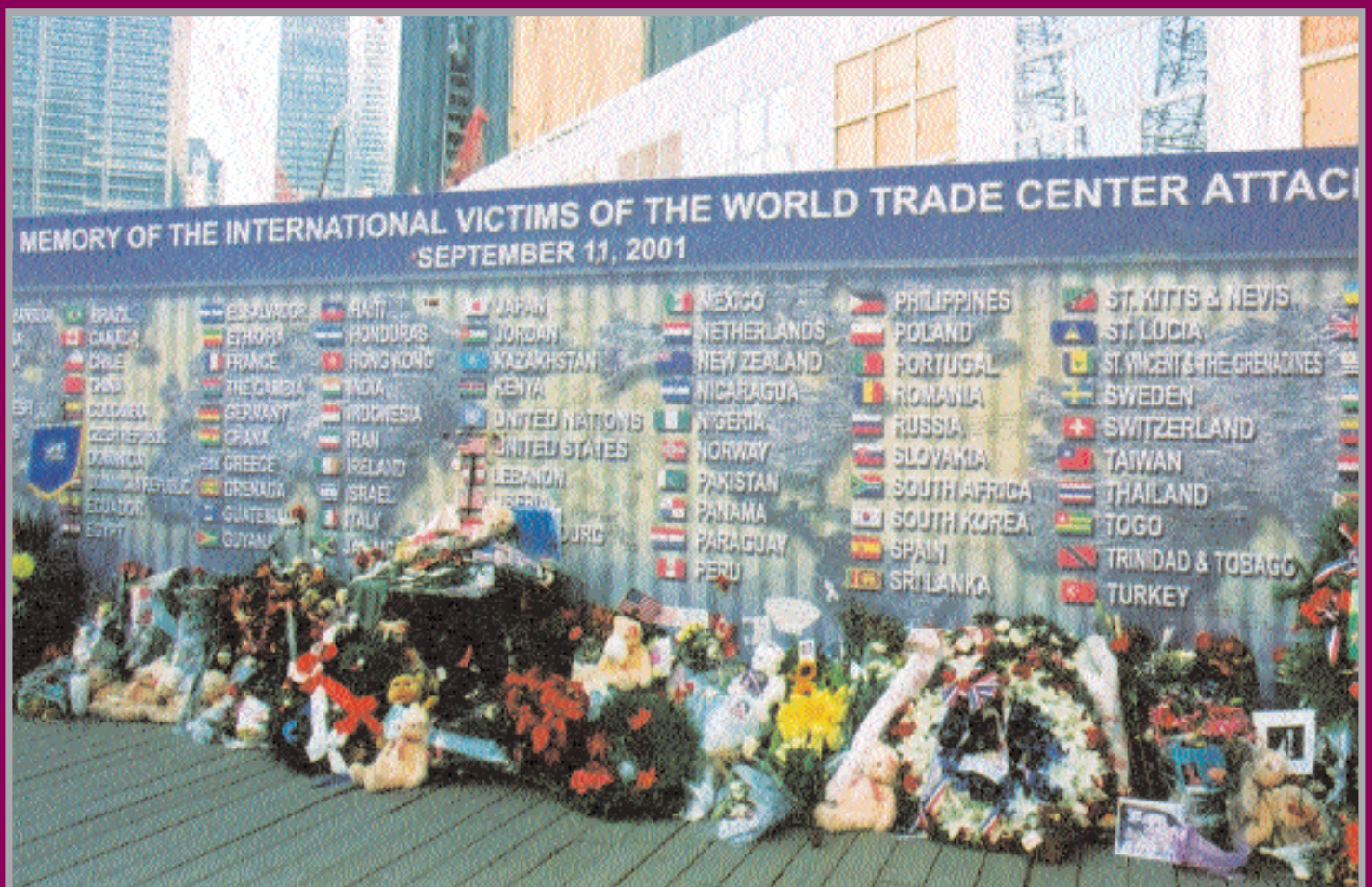
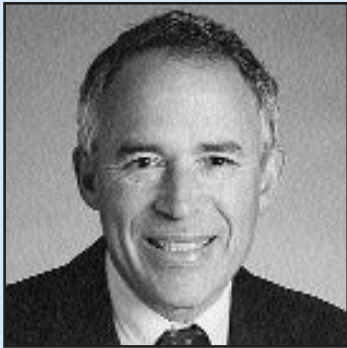


Photo Credit: Steven Freeman

“Educational exchange can turn nations into people, contributing as no other form of communications can to the humanizing of international relations.”

Senator J. William Fulbright

LETTER FROM THE CHAIRMAN



Writing the “Year in Review 2001” section of the Annual Report for the past year was an emotional and stressful experience. While the Annual Reports to Congress of the J. William Fulbright Foreign Scholarship Board are typically upbeat, and highlight the positive accomplishments of all of the people from 141 countries who contribute their time, effort, and energy to the educational exchanges that are at the heart of the Fulbright Program, this year involved a sea change.

The events of September 11 — the brutal murders of thousands of innocent civilians from 88 countries who were simply attending to their daily activities — cast a pall around the globe. Suddenly, the world seemed a much less safe place. Suddenly, Americans, in particular, realized — in many instances for the first time — how fragile life is for millions of people in countries and regions where conflict is endemic.

The need for rapid action to combat terrorists who attack innocent civilians, and the nations that harbor them, was immediately apparent, but such an approach is, inevitably, only a tentative step toward a more peaceful world. As has happened before, the world is at a cross road. Leaders can throw up their hands and say little can be done to reduce violence and conflict among peoples and nations, or they can seek solutions.

The Fulbright Scholarship Program, like the Marshall Plan after World War II, represents a pragmatic and proactive approach to the emerging crisis. Operating on a shoestring financially, the Program creates the seeds of hope for a more tolerant world by person-to-person experiences of educators, professionals, and future political leaders from our partner countries who spend substantial time living in the United States and by Americans who study, teach, and do research abroad. Fulbrighters return to their home countries, where they are able to spread the knowledge, information, and perspectives that can be gained only by such a firsthand experience.

We have chosen to focus the Annual Report for 2001 on the Fulbright Program in the Muslim world, and the response by the Fulbright community — current and former grantees, professional staff members in Fulbright Commissions around the globe, government officials, staff of non-profit organizations, and volunteers — to the challenge of terrorism. Subsequent sections of the Report provide an in-depth picture of Fulbright activities in the United States and our partner countries during the year.

I am convinced that the Fulbright Program — a program of bi-national cooperation — is effective because it benefits all of the countries which participate. Senator Fulbright’s vision that participants in the Program will expand their horizons and dedicate themselves to greater tolerance and understanding of foreign cultures, values, and peoples is not a naïve ideal, but a practical means toward an important global goal for the 21st century.

Alan Schechter
ALAN SCHECHTER, CHAIRMAN

J. WILLIAM FULBRIGHT FOREIGN SCHOLARSHIP BOARD



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2001 Board Members from left to right: Sen. John C. Culver, Victoria McCammon Murphy, Gus Weill, Hoyt Purvis, Caroline A. Matano Yang, William H. Mauk, Jr., Lee Williams, Jane Slate Siena, Alan Schechter, Huel D. Perkins (not in photo: Sen. Birch Bayh and Sara Castro-Klaren).

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Mrs. Beth Nyhus	Staff Director J. William Fulbright Foreign Scholarship Board Washington, DC
Ms. Lesley Vossen	Deputy Staff Director J. William Fulbright Foreign Scholarship Board Washington, DC

Members and Staff as of December 2001.

In November of 2001, the President announced his intention to name the following four individuals to the Fulbright Board. In March of 2002, they joined the Board.

Mr. John Willard Johnson	Chairman Permian Mud Service, Inc Houston, TX
Mrs. Jan O'Neill	Midland, TX
Mr. Steven Uhlfelder	Uhlfelder and Associates, P.A. Tallahassee, FL
Mr. Donald Vermeil	Principal Renco Properties, Inc. Palo Alto, CA



New Board Members join the current Board members at the December 2001 Board meeting. From left to right: Lee Williams, Don Vermeil, Sara Castro-Klaren, Sen. Birch Bayh, Hoyt Purvis, Steven Uhlfelder, Victoria Murphy, Caroline A. Matano Yang, Alan Schechter, John Willard Johnson, and Jan O'Neill, (not in photo: Gus Weill).

THE FULBRIGHT PROGRAM IN THE ISLAMIC WORLD

On September 11, 2001 thousands of innocent men, women and children from all over the world were killed in New York, Washington, and Pennsylvania, and hundreds of firefighters and policemen died heroically. This one day brought home to the people of the United States the degree of distrust and misunderstanding that exists between peoples of westernized countries and those in some predominantly Islamic countries.

The Fulbright Program was started in the aftermath of World War II, when Senator J. William Fulbright, his colleagues in Congress, and President Harry Truman searched for ways to reduce the misunderstandings that bred hatred and set the stage for open conflict. Fulbright argued that exchanges of individuals — particularly individuals who were likely to play a leadership role in their societies — would lead to greater understanding and tolerance of differences. He believed that living in another country for a substantial period of time would help individuals to comprehend cultural differences, which might obscure the common interests of humanity in peace, dignity, freedom, security, and opportunity.

Thus, the Fulbright educational exchange program was started, and it played a major role in efforts to bring democracy and progress to America's former enemies in World War II. It also played an important role in both the struggle against communist totalitarianism and the rebuilding of nations after the demise of communism.

Today it appears that while conflicts between nations or groups of nations will undoubtedly continue, "asymmetrical conflicts" between nations and organized terrorists are as dangerous and threatening as the conflicts between nations that dominated the 20th century.

What is the role that the Fulbright Program can and should play in this new era? In order to begin to answer that question, this report on the Fulbright Program in the Islamic World has been divided into three sections: the first on September 11 and its aftermath, the second on the Fulbright Program in the Islamic World prior to September 11, and the third on the future direction of Fulbright exchanges with predominantly Muslim countries.

SEPTEMBER 11 AND ITS AFTERMATH

On the morning of September 11, over 2,000 Fulbright student grantees, research scholars, lecturers, and professionals from 140 countries had recently arrived in the United States and host countries abroad. Nearly all Fulbrighters are attached to universities, and the academic year had just begun in most countries.

The Fulbright Scholarship Board was meeting in Washington, at the State Department Annex building, which houses the Bureau of Educational and Cultural Affairs (ECA). When the plane hit the Pentagon, just across the Potomac River, the State Annex building was evacuated. By the next day, however, everyone was back at work, preoccupied with the fate of colleagues, and Fulbright students and scholars in the New York and Washington areas.

ECA staff, as well as their colleagues from non-profit organizations which provide administrative support, contacted grantees who might have been in harm's way to confirm their safety and to offer support if needed. Fulbright Commissions in 50 countries and Public Diplomacy officers at 90 U.S. Embassies abroad contacted the American grantees who had just arrived in their host countries. Fortunately, there were no casualties among the current Fulbrighters.

The next major task was to ensure that visiting students and scholars were shielded from any possible public backlash in the United States. President Bush, Secretary of State Powell, and Attorney General Ashcroft made strong statements against harassment, threats and attacks on Arab-Americans and other individuals perceived to be of Middle Eastern origin. Messages of sympathy and support poured into Washington, to Fulbright Commissions abroad, and to U.S. Embassies from hundreds of Fulbright and Humphrey Program alumni from all over the world.

The attacks were a clarion call to the Fulbright Program to redouble its efforts to increase understanding of American society in the Muslim world, as well as increase knowledge of the cultures, values, and hopes of the diverse peoples of Muslim nations. Many actions were taken by Fulbright grantees, both in the United States and abroad, to share their special insights into the nature of cross-cultural conflict and the ways in which it can be reduced by developing mutual respect and understanding.

A partial list follows:

- A colloquium featuring 20 Arab Fulbright graduate students from 11 countries with 20 American graduate students from the University of Maryland was held for two days in October to discuss reactions to the September 11 events and Arab-American relations. The colloquium was one of several events on college campuses nationwide sponsored by the State Department and AMIDEAST aimed at open dialogue about U.S.-Arab relations. ABC's *Nightline* covered the colloquium, and articles were published in *The New York Times*, *The Washington Post*, *The Chronicle of Higher Education*, and other U.S. and Arab media. In addition, the Arab Fulbrighters participated in a live two-hour interview in Arabic on *Al Jazeera* television, the most popular television network in the Arab world.



AMIDEAST held a conflict resolution conference with Middle Eastern grantees to discuss the events surrounding September 11th, and its impacts on the global community. Students also discussed their own personal feelings, and discussed views on tolerance.

Nadia Abdulhaq, a Palestinian studying at the University of Florida, said, "I was expecting the U.S.A. I had imagined from movies, but realized it's not all tall buildings and people who have everything. Our images of each other are far simpler than reality." She spoke from personal

This broadcast received widespread coverage in the Middle East and North Africa.

One participant, **Riham Bahi**, an Egyptian student on a Fulbright at Northeastern University, said that "The point is that you hear the other party's view, and it gives you a chance to respond and clarify points. Despite what conflict you have between governments, people can always try to understand each other. That's really important now."

Amal Almurbati, a student from Bahrain attending Old Dominion University, said both Arabs and Americans have misperceptions because of biased and inaccurate reporting.



experience about the importance of face-to-face discussion, saying, “I live in Palestine, and though we are in conflict with Israel, I have attended camps with Israeli friends. We did discuss things fiercely, but we got a perspective on what’s going on.” She added, “Fear of the unknown is the problem.”

- In December, the Lontar Foundation of Jakarta published *Manhattan Sonnet*, a book of poems, essays, and short stories about New York composed by Indonesian writers, including pieces by three Fulbright alumni who are among that country’s most renowned thinkers, poets, and essayists. The book is dedicated to the memory of the victims of the attacks, and profits from sales will go to the American-Indonesian Exchange Foundation (AMINEF), which manages the Fulbright Program. Three of the six members of the Lontar Foundation Board are Fulbrighters, and one of the editors is on the AMINEF Board.

A program entitled “*Infinite Humanity: World Religions for Peace and Respect for Life, A Gathering in Prayer*” was created by Indonesian Fulbright alumnus I. Wayan Dibia and American alumna Jody Diamond and held at ground zero and other locations world-wide, including four sites in Indonesia.

Professor Jani Purnawanty, who was a Fulbright scholar at Temple University, called on the Indonesian government to end anti-American initiatives in an article published in the *Jakarta Post*.

- A Chilean Fulbrighter, Rodrigo Borja-Ceron, conducted “*Voices of Hope*,” a benefit concert for the World Trade Center Relief Fund in New York City in mid-November. Mr. Borja-Ceron is pursuing a Master’s Degree in choral conducting at the Mannes School of Music.

- One key priority of the Bureau of Educational and Cultural Affairs and the Board is finding a way to enhance the Fulbright experience and ensure that the experience provides participants with a deeper understanding of U.S. society and engages them with Americans. ECA provides funds to cooperating agencies to do this. One example is Metro International’s work. Metro is a New York non-profit organization that for many years has hosted and cared for international students and Fulbrighters from every part of the world.

Following the events of September 11, Metro International brought together New Yorkers and international students in a number of programs. An Open Forum on “Exploring the Meaning of September 11 in an International Context” was held in

October of 2001 for 80 participants from 32 countries, including locally based Fulbright students.

Metro International also began a new program called “Dinner Diplomats” to reach out to students by inviting them to private homes for informal dinners to show them that they were welcome in New York.

The Citizens’ Committee for New York City gave Metro International a grant to underwrite Global Classroom programs in two public schools close to ground zero. Fulbright students are among those that visit classrooms to talk about their home countries. Also contributing funds to this project was the renowned graphic artist Milton Glazer, a Fulbright alumnus and friend of Metro International.



- Fulbright alumnus Philip Heymann, who is a Professor of Law at Harvard University, is donating the revenues and royalties from his critically acclaimed book *Terrorism and America: A Commonsense Strategy for a Democratic Society*, to the American Red Cross to aid the families of New York firefighters killed in the attack on the World Trade Center.



Photos from Metro International’s Open Forum.

of the tragedy. He enlisted the aid of former Senator Bob Dole and former President Bill Clinton to raise funds.

- Alumnus William C. Nelsen, President of the Citizens’ Scholarship Foundation of America, created “The Families of Freedom Scholarship Fund” to aid the survivors and dependents of victims

- Fulbright alumnus Tom Gouttierre, considered one of America's foremost experts on Afghanistan, has given over 500 interviews to U.S. and foreign media organizations, and made presentations to policy makers, relief organizations, and educational groups. Now Dean of International Studies and Programs at the University of Nebraska at Omaha, Gouttierre spent nearly ten years in Afghanistan as a Peace Corps Volunteer, a Fulbright Fellow, and as Executive Director of the Afghan-American Educational Commission (the Fulbright Foundation) in Kabul from 1971 to 1974. Since his Fulbright experience, Mr. Gouttierre has worked tirelessly to improve relations between the U.S. and Afghanistan, establishing an exchange program with Kabul University, developing linkages between Nebraska and Afghan educational institutions in war-torn areas, and directing teacher training, curriculum development, and educational projects that benefited more than 130,000 Afghan school children between 1986 and 1994, when the Taliban came to power.

- Professor Michael Spath, a Fulbright Scholar at the Royal Institute of Inter-Faith Studies in Amman, Jordan in 1998, lectured on "Islam and Jihad: Clearing Up False Perceptions" in Fort Wayne, Indiana in late October. The lecture was taped and rebroadcast on radio station WBNI. Dr. Spath is a professor of philosophy and theology at the University of St. Francis in Fort Wayne.

- Dr. Tanja Popovic, a 1989 Scholar from Croatia, is the Centers for Disease Control and Prevention expert on anthrax. She is playing a key role in the CDC's work to improve the public health response to acts of bioterrorism.

- Five prominent Fulbright alumni, Dr. Joshua Lederberg, Laura D'Andrea Tyson, Philip Odeen, Martin Feldstein, and Edward Djerejian, are serving on the Council on Foreign Relations' "Task Force On America's Response to Terrorism."

AN HISTORICAL OVERVIEW OF THE FULBRIGHT PROGRAM IN PREDOMINANTLY MUSLIM COUNTRIES

While graduate student, faculty, and professional exchanges under the Fulbright mantle have had a long history in parts of the Muslim world, the Fulbright Program has existed for less than a decade in certain countries. In Egypt, Indonesia, Pakistan, and Turkey, the Program is more than a half-century old. In some of the new independent states of the former Soviet Union, which are predominantly Islamic and in the states bordering the Persian Gulf, it was started later.

As a result of agreements between the United States and the governments of seven countries — Egypt, Indonesia, Jordan, Malaysia, Morocco, Pakistan, and Turkey — the Program is administered in the host country by a Commission usually composed of four citizens of that nation appointed by the Prime Minister or Minister of Education, and four Americans living in the country appointed by the U.S. Ambassador.

The Commission hires an Executive Director and staff, many of whom are citizens of the host country. The Fulbright Program in these countries operates in a binational manner, with decisions made in a cooperative fashion by representatives of both countries. The Commission countries tend to be those with long-standing, relatively stable programs, a substantial number of grants to students and scholars, and comparatively large budgets. Many of the Executive Directors in these countries have reached out to universities and the private sector, often with the leadership and cooperation of the U.S. ambassador, to raise additional funds to supplement money received from one or both governments.

In a number of the other countries of the predominantly Muslim world, the Fulbright Program has a small budget and often offers only a few grants annually.

What has been accomplished as a result of the efforts and commitment of all those who have worked with the Program over the past half-century? It is difficult to measure the impact of Fulbright exchanges, since the gains are not always immediate, concrete, or obvious, nor can we quantify the multiplier effect of grantees who return home and spread the knowledge and perspectives gained during their Fulbright grants, but in other ways the long-term benefits to civil society and universal human interests are obvious.

Many Americans have little knowledge of geography, foreign languages, or different cultures. Few individuals speak such languages as Arabic, Pashtu, Turkish, or Urdu and an even smaller number have lived in the Islamic countries of the Middle East and South Asia. Fulbright scholarships have enabled a small but influential number of American

graduate students, academics, and professionals to live abroad and to acquire an understanding of these cultures. The events of September 11 have shown that more needs to be done to inform Americans about Muslims and to promote understanding, sympathy, and tolerance of differences.

While some argue that Arabs and non-Arab Muslims have a better understanding of America than vice versa, much of the information they receive about the United States comes from movies, the press, and television and this is rarely an accurate portrayal of America. In fact, we may make it easy for hostile leaders to prejudge America and to turn the American people into caricatures. Only by living in the United States, as foreign Fulbrighters do, can they grasp the extent to which media-driven stereotypes falsify the underlying reality of life in America.

One tangible measure of the success of the Fulbright Program in the Muslim world is the number of alumni who have achieved remarkable success in their societies. Many Fulbright alumni are professors at universities, where they are in a position to educate their students and correct their misperceptions. Many Fulbright alumni have achieved influence outside the classroom. A partial listing of prominent Fulbright alumni from the Islamic world appears on pages 18 to 19 of this report.

A listing of names of individual leaders from the Muslim countries who held Fulbright grants early in their careers does not, however, do justice to the overall Fulbright effort. In order to understand the scope of the Program, both today and historically, it is necessary to examine data on the number of grants to and from each country in 2001, and the cost of these exchanges. Table 1, on the following page, presents this information.

TABLE I					
Country	# of grantees to the U.S. in 2001	# of U.S. grantees in 2001	U.S. dollars in 2001	Host Country Dollars, 2001	Funds from Other Sources
Afghanistan ¹	0	0	0	0	0
Algeria ²	3	0	\$ 60,000	0	0
Bangladesh	4	7	\$ 340,000	0	0
Egypt	21	11	\$ 924,000	\$ 245,000	\$200,000
Gaza and West Bank ³	23	1	\$ 980,000	0	0
Gulf States Regional Program ⁴	13	10	\$ 650,000	0	0
Indonesia	52	20	\$ 1,300,000	\$ 110,000	\$ 75,000
Jordan	15	11	\$ 840,000	\$ 100,000	\$ 35,000
Lebanon	8	2	\$ 200,000	0	0
Malaysia	20	11	\$ 480,000	\$ 90,000	\$380,000
Morocco	24	12	\$ 947,000	\$ 800,000	\$150,000
Newly Indep. States ⁵	11	10	\$ 670,000	0	0
Pakistan ³	15	3	\$ 685,000	\$ 10,000	\$ 16,000
Sub-Saharan Africa ⁶	20	14	\$ 1,024,000	0	0
Syria	11	7	\$ 470,000	\$ 80,000	0
Tunisia	11	3	\$ 300,000	\$ 8,000	0
Turkey	30	21	\$ 1,100,000	\$ 175,000	\$107,000
Yemen ³	8	4	\$ 410,000	0	0
Totals:	289	147	\$11,380,000	\$1,618,000	\$963,000

1. The Program in Afghanistan was suspended in 1979, but will be restarted perhaps as soon as 2002.
2. The U.S. component was suspended in Algeria in 1995 due to security concerns.
3. The U.S. component was suspended in Gaza, the West Bank, Pakistan, and Yemen in 2001 due to security concerns.
4. The countries in the Gulf States Regional Program are Saudi Arabia, United Arab Emirates, Kuwait, Oman, Qatar, and Bahrain.
5. The predominantly Muslim countries in the Independent States of former Soviet Russia include Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan. The U.S. component was suspended in some parts of the NIS in the mid-1990s due to security concerns, but has been re-started.
6. The predominantly Muslim countries in the sub-Saharan Regional Program include Senegal, Mali, Guinea, and Niger.

In addition to the grantees in the table above, who receive Fulbright scholarships and fellowships under the program administered by the U.S. Department of State, roughly an additional 10 percent of Americans receive Fulbright grants through a program administered by the U.S. Department of Education. This program, unlike the State Department program, is for Americans only, and is designed principally to strengthen skills in non-western foreign languages and area studies. In 2001, doctoral dissertation research awards were awarded by the Department of Education for studies in Islamic countries as follows: Indonesia 5, Egypt 3, Malaysia 2, Syria 2, Kyrgyzstan 2, Iran 1, Lebanon 1, Morocco 1, Pakistan 1, and Uzbekistan 1. Group projects and seminars abroad introduced 31 Americans to Egypt, 16 to Malaysia, 16 to Morocco and 12 to Jordan. In addition, one faculty member received a grant for research in Egypt.

Since the Fulbright Program was started, over 7,000 graduate students and young professionals from the predominantly Muslim countries of the Middle East, North Africa, Turkey, and Asia have studied in the United States on Fulbright Student grants. More than 3,000 scholars from these countries have come to American universities to lecture or do research on Fulbright Scholar grants. Over 500 mid-career professionals in selected career fields have received Hubert H. Humphrey Fellowships to the U.S. in a program that combines academic training and practical experience. Finally, an additional 1,500 citizens from these countries have received awards to participate in the Fulbright Teacher Exchange program, summer seminars, or other activities. All visiting Fulbright grantees return to their own countries for a minimum of two years upon completing their grants.

Nearly 2,000 American students have learned first-hand about the Muslim world on Fulbright grants to these countries and over 3,500 academics have lectured or done research at universities in the countries of the Islamic world. Finally, nearly 5,000 Americans have taken part in Fulbright group projects abroad, seminars, and the Fulbright Teacher Exchange Program in Muslim countries. These total figures for Americans include citizens who have won Fulbright grants through programs administered by the Department of State and programs under the Fulbright-Hays Act administered by the Department of Education. A country-by-country breakdown of grants in 2001 and total grants is presented in the charts at the back of the Annual Report.

The Fulbright Program has enabled over 12,000 opinion-leaders of Muslim countries to gain an in-depth understanding of the United States and its people, and to return to their countries to share what they have learned. Many of them have taught at American universities during their stay in the United States, and shared information on their own societies with their American students and colleagues.

Similarly, over 10,000 Americans have competed for and won Fulbright grants to Islamic countries. Student grantees have taken academic courses, done research for masters and doctoral theses, or enhanced their skills as journalists, artists, writers, or musicians. Above all, however, they have learned first-hand about Islamic societies. Scholar grantees have taught students at host country universities, interacted with academic colleagues, done research, and returned to their own colleges and universities prepared to challenge misperceptions and stereotypes about the Muslim world. ♦

THE FUTURE OF THE FULBRIGHT PROGRAM IN THE ISLAMIC WORLD

The attacks on the World Trade Center and the Pentagon on September 11 have made it clear that some fanatics who hate the United States are prepared to commit terrorist attacks on innocent civilians.

Retreat and isolationism on the part of the United States are not options, but an acceptance of defeat. Public diplomacy is an antidote to fanaticism since it focuses on counteracting misperceptions and misunderstandings. Because the Fulbright Program enables participants, many of whom become opinion leaders, to develop more sophisticated views as a result of educational exchanges, it is an ideal weapon in the struggle to reduce conflict, violence, and misunderstanding.

The Presidentially-appointed Fulbright Scholarship Board, which is responsible by law for setting policies for the Program, recognized the need for increasing exchanges with the Islamic countries in the late 1990s, and requested ECA to develop new exchange programs to accomplish this goal. The Board sought an increase of \$10 million in the annual appropriation for Fulbright to meet critical needs in China, the Islamic World, Africa, and the Newly Independent States. The additional funds were not appropriated, but programs were developed and enhanced with available funds.

These programs include the Fulbright Conflict Resolution Program, which was so successful in its initial year, 2000, that it was expanded in 2001. The goal of the Program in 2000 was to enhance non-governmental efforts to resolve political, social, and sectarian conflicts in the Middle East by bringing together, for a year of study in the United States, talented and motivated practitioners, early in their professional careers, who will return to their countries to work on the community-level. In 2000, four graduate students from the West Bank, Israel, Egypt, and Lebanon and two scholars from Morocco and Israel took part.

In 2001, eight grantees from India, Pakistan, Sri Lanka, and Nepal enrolled together in a graduate program in conflict transformation at Eastern Mennonite University. They then participated in an intensive Summer Peacebuilding Institute, followed by practical training with non-governmental organizations working in their field of interest. Upon completion of the Program, grantees received a Master's degree or a graduate certificate in Conflict Transformation. The unique feature of the new Program is that the grantees

are all placed at the same American institution, rather than being placed at different universities and together they study and socialize, along with American students also interested in conflict management. A similar program for South Asia is under way.

With the success of these programs, plans now call for a program in conflict resolution in 2002 for Africans from four East African countries.

The Fulbright Scholarship Board is monitoring these initiatives carefully to determine if collaborative programming involving countries and regions in conflict should become a regular part of the Fulbright mandate.

Since September 11, the President, the Department of State, Congress, and the media have concluded that America's public diplomacy programs in the Islamic world need to be strengthened. Following the collapse of communism, the U.S. Government cut back significantly its funding of educational exchange, as well as cultural and information programs. In Pakistan, for example, five American cultural centers were shuttered; in Turkey, two American libraries, a cultural center, and a consulate were closed. Funding for foreign exchange programs, measured in constant dollars, fell by nearly one-third between 1993 and 2000, although a small part of the cuts was restored in 2001. However, even with this restoration, current funding is still more than 20% below 1995 levels. American cultural and intellectual outreach to the Arab world, in particular, declined dramatically.

By the end of 2001, planning was under way to reinvigorate public diplomacy efforts, including, among others, efforts to:

- Restart the Fulbright Program in Afghanistan
- Bring Afghani women teachers to the U.S. on exchanges
- Print and distribute nearly 10 million textbooks to Afghani children
- Expand the Fulbright Foreign Language Teaching Assistantship Program to bring young teachers from Morocco, Jordan and Egypt to American universities to teach Arabic. A similar program is planned for Turkish teachers.

The Fulbright Scholarship Board has set its sights high, on an Islamic Exchange Initiative that would require an additional appropriation of \$20 million to expand academic exchanges in both directions, involving scholars, students, teachers and mid-career professionals. The Board wrote to President Bush and Secretary of State Powell to explain how the funds would be used to build understanding, trust, and a sense of shared interests between the peoples of the Islamic world and the United States. The Fulbright Program has a proven record as the crown jewel of American public diplomacy. It has the infrastructure, talented administrators, policies and programs in place to expand rapidly when new funds become available. ♦